

Edmund A Burns Elementary

3750 Dorchester Rd.
North Charleston, SC 29405

Grades	PK-5 Elementary School	
Enrollment	475 Students	
Principal	Bonnie Olsen	843-745-7113
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	36	52	13

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004	Below Average	Good	No
2005	Below Average	Unsatisfactory	No

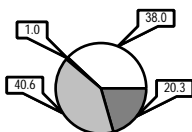
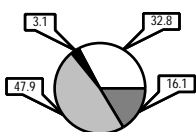
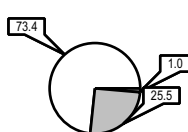
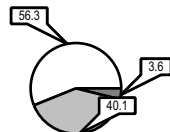
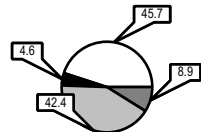
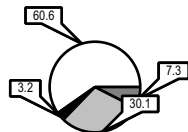
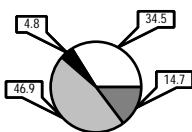
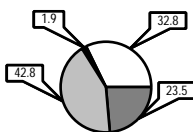
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	215	99.5	38.0	40.6	20.3	1.0	30.7	Yes	Yes
Gender									
Male	113	99.1	42.4	42.4	15.2	0.0	21.2		
Female	102	100.0	33.3	38.7	25.8	2.2	40.9		
Racial/Ethnic Group									
White	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	208	99.5	38.5	41.2	19.3	1.1	29.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	185	99.5	35.0	40.5	23.3	1.2	33.7		
Disabled	30	100.0	55.2	41.4	3.4	0.0	13.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	215	99.5	38.0	40.6	20.3	1.0	30.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	215	99.5	38.0	40.6	20.3	1.0	30.7		
Socio-Economic Status									
Subsidized meals	193	100.0	38.3	41.1	19.4	1.1	30.9	No	Yes
Full-pay meals	22	95.5	35.3	35.3	29.4	0.0	29.4		

Mathematics – State Performance Objective = 36.7%									
All Students	215	99.5	32.8	47.9	16.1	3.1	33.9	Yes	Yes
Gender									
Male	113	99.1	30.3	50.5	16.2	3.0	31.3		
Female	102	100.0	35.5	45.2	16.1	3.2	36.6		
Racial/Ethnic Group									
White	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	208	99.5	33.2	48.1	16.0	2.7	32.6	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	185	99.5	27.6	52.1	16.6	3.7	36.2		
Disabled	30	100.0	62.1	24.1	13.8	0.0	20.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	215	99.5	32.8	47.9	16.1	3.1	33.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	215	99.5	32.8	47.9	16.1	3.1	33.9		
Socio-Economic Status									
Subsidized meals	193	100.0	32.6	48.0	16.6	2.9	33.7	No	Yes
Full-pay meals	22	95.5	35.3	47.1	11.8	5.9	35.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	215	99.5	73.4	25.5	1.0	0.0	1.0
Gender							
Male	113	99.1	77.8	22.2	0.0	0.0	0.0
Female	102	100.0	68.8	29.0	2.2	0.0	2.2
Racial/Ethnic Group							
White	6	100.0	I/S	I/S	I/S	I/S	I/S
African American	208	99.5	74.3	25.1	0.5	0.0	0.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	185	99.5	69.9	28.8	1.2	0.0	1.2
Disabled	30	100.0	93.1	6.9	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	215	99.5	73.4	25.5	1.0	0.0	1.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	215	99.5	73.4	25.5	1.0	0.0	1.0
Socio-Economic Status							
Subsidized meals	193	100.0	75.4	23.4	1.1	0.0	1.1
Full-pay meals	22	95.5	52.9	47.1	0.0	0.0	0.0

Social Studies							
All Students	215	99.1	56.0	40.3	3.7	0.0	3.7
Gender							
Male	113	98.2	55.1	40.8	4.1	0.0	4.1
Female	102	100.0	57.0	39.8	3.2	0.0	3.2
Racial/Ethnic Group							
White	6	100.0	I/S	I/S	I/S	I/S	I/S
African American	208	99.0	56.5	39.8	3.8	0.0	3.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	185	99.5	53.4	42.3	4.3	0.0	4.3
Disabled	30	96.7	71.4	28.6	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	215	99.1	56.0	40.3	3.7	0.0	3.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	215	99.1	56.0	40.3	3.7	0.0	3.7
Socio-Economic Status							
Subsidized meals	193	99.5	56.9	39.7	3.4	0.0	3.4
Full-pay meals	22	95.5	47.1	47.1	5.9	0.0	5.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	87	98.9	30.7	40.0	29.3	N/A	29.3
	4	75	100.0	40.6	50.7	8.7	N/A	8.7
	5	110	99.1	46.9	49.0	4.2	N/A	4.2
	6	110	100.0	53.1	38.8	8.2	N/A	8.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	75	98.7	11.1	39.7	46.0	3.2	49.2
	4	82	100.0	50.7	40.0	9.3	0.0	9.3
	5	58	100.0	50.9	43.4	5.7	0.0	5.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	87	98.9	29.3	60.0	10.7	N/A	10.7
	4	75	100.0	39.1	53.6	4.3	2.9	7.2
	5	110	100.0	33.0	58.8	5.2	3.1	8.2
	6	110	100.0	38.8	50.0	8.2	3.1	11.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	75	98.7	7.9	61.9	23.8	6.3	30.2
	4	82	100.0	46.7	37.3	14.7	1.3	16.0
	5	58	100.0	41.5	47.2	9.4	1.9	11.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	75	98.7	55.6	42.9	1.6	0.0	1.6
	4	82	100.0	77.3	22.7	0.0	0.0	0.0
	5	58	100.0	88.7	9.4	1.9	0.0	1.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	75	98.7	28.6	65.1	6.3	0.0	6.3
	4	82	98.8	66.2	32.4	1.4	0.0	1.4
	5	58	100.0	73.6	22.6	3.8	0.0	3.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 475)				
First graders who attended full-day kindergarten	95.8%	Down from 98.7%	100.0%	100.0%
Retention rate	7.8%	Up from 1.8%	3.9%	3.0%
Attendance rate	95.6%	Up from 95.5%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.3%	Down from 17.9%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.8%	Down from 15.0%	5.7%	3.2%
Eligible for gifted and talented	1.3%	Down from 3.1%	4.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.9%	Down from 14.7%	8.0%	8.2%
Older than usual for grade	2.3%	Up from 1.5%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.7%	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	59.0%	Up from 39.5%	50.0%	52.6%
Continuing contract teachers	74.4%	Up from 67.4%	77.3%	83.3%
Highly qualified teachers	81.6%	Down from 87.9%	91.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 2.9%	3.0%	0.0%
Teachers returning from previous year	72.4%	Down from 75.4%	83.0%	87.0%
Teacher attendance rate	95.3%	No change	94.9%	95.0%
Average teacher salary	\$39,782	Up 6.1%	\$40,366	\$41,703
Prof. development days/teacher	17.8 days	Down from 19.8 days	14.4 days	12.8 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Up from 16.1 to 1	16.3 to 1	18.8 to 1
Prime instructional time	89.3%	Up from 88.9%	88.8%	89.8%
Dollars spent per pupil*	\$5,273	Down 18.2%	\$7,524	\$6,242
Percent of expenditures for teacher salaries*	73.4%	Up from 67.5%	63.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The faculty and staff at Burns Elementary have worked diligently to raise the level of student achievement for all students. Although the absolute achievement rating for the 2003-2004 school year was Below Average on the school report card, the improvement rating increased to the level of a Good rating. This was because of substantial improvement in the achievement of students belonging to historically underachieving groups. Under the No Child Left Behind federal guidelines the school did not meet Adequate Yearly Progress (AYP). Out of the 17 goals for our school we attained 16. All 16 academic mandates were met. However, the one attendance requirement was not met. An aggressive plan has been followed to improve attendance. This included tardy and truancy letters being sent to parents, parent meetings prior to truancy interventions, truancy meetings and referrals to the Truancy Officer, student recognition and monthly drawings as student incentives to improve attendance.

In a concerted effort to increase student achievement, the school initiated a turnaround model known as the S.M.A.R.T. Plan (students meeting academically rigorous targets). This follows the Charleston Plan for Excellence by focusing on instruction and pacing using the coherent curriculum for all students; using the Measures of Academic Progress (MAP) to collect and analyze data on student progress in Math and English/Language Arts; differentiating instruction through flexible grouping; extending learning time through before and after-school tutoring and creative scheduling; utilizing the inclusion model for special education students to ensure a consistent high quality of instruction for all students; and developing individual learning plans for reluctant learners.

We provide wrap-around services to address the academic, social/emotional and medical needs of the students. School resources include a full-time nurse and guidance counselor, a mental Health counselor, Student Concern Specialist, School Resource Officer, Parent Liaison, and a site-based clinic through the Medical University. Parents are encouraged to attend monthly informal meetings with the Principal. There is a monthly Preschool Club, regularly scheduled parent conferences, Family Math and Science Night and Strengthening Families parenting program which are all geared towards increasing the quality and quantity of parental involvement. As an early childhood initiative, there are three full-day Child Development classes which are in collaboration with Head Start. A computer lab has been added with math and reading software to supplement the academic program and accelerate achievement for students in grades K-5. At Burns, we are dedicated to achieving academic excellence for all students through being relentless in our efforts as we incorporate best practices and follow the Charleston Plan for Excellence.

Bonnie Olsen, Principal

Patricia Colter, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	49	34
Percent satisfied with learning environment	91.9%	72.9%	75.8%
Percent satisfied with social and physical environment	83.8%	78.7%	63.6%
Percent satisfied with school-home relations	52.8%	83.3%	67.6%

*Only students at the highest elementary school grade level at this school and their parents were included.